



July, 2013

Dear Educators,

On behalf of all of MCESA, we are excited that you are using our social studies content specific assessments in your school or district. We sincerely hope that the assessments help you to measure student growth and provide useful information about student learning.

Attached are the item specifications that accompany each particular assessment. These item specifications can serve as a useful tool for curriculum mapping activities. To support your use of items specifications, we have a few important points to consider.

- The item specifications were written for a very specific audience and purpose. They serve as a bridge between the standards and the assessment. The item specifications define for test writers what counts as testable content from the standards. They delineate what could appear on a test or what should not appear on a test. Item writers used the item specifications to write test items.
- The item specifications may use *i.e.* or *e.g.* when listing testable content. *E.g.* means that these things are eligible to be included on the assessment, but the test writer is not limited to them. They are examples. *I.e.* means the test content is limited to only those items listed.
- The assessments contain items aligned to the Arizona Common Core Standards for Literacy in History/Social Studies, Science and Technical Subjects. The content emphasis for these standards shown on the item specifications is copied directly from the Arizona Examples and Explanations document available from the Arizona Department of Education.
- Although the item specifications show that certain standards are not addressed on the MCESA content specific assessment, this does not mean that teachers are not responsible for teaching those standards. Teachers are responsible for teaching all of the state standards.
- Some item specification documents may have notes about a standard being instructionally linked to another standard. This is an optional notation that some item specification authors chose to record as additional information about how certain standards relate to each other.
- The U.S. History assessment does represent the entirety of American history. It was named U.S. History to reflect the common course name used in Arizona high schools.

For more information about how to use item specifications, please refer to the MCESA Assessment webpage for webcasts that explain in detail the assessment development process and the use of item specifications. Also look for announcements about face-to-face workshops related to social studies instruction or assessment use. <http://education.maricopa.gov/site/Default.aspx?PageID=263>

Sincerely,  
MCESA Assessment Department

## POST-ASSESSMENT ITEM SPECIFICATIONS

# 6<sup>th</sup> grade SOCIAL STUDIES

Content Statement	Item Specifications	Depth of Knowledge Essence
<b>AZCC Reading Standards for Literacy in History and Social Studies</b>  <b>Key Ideas and Details</b>  6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.	<u>Content Emphasis:</u>  <u>From AZ Explanations and Examples</u> The standard asks students to use textual evidence from a primary or secondary source document to support their analysis of that document. Textual evidence includes facts, figures, details, quotations, or other sources of data and information that provide support for an analysis. It can also include the author's main point, purpose and perspective, fact versus opinion, differing points of view, bias, credibility, and validity of the text. Some common types of primary (first hand) and secondary (second hand) sources for analysis include: journals, maps, illustrations, photographs, documentaries, logs, records, etc.  Examples: <ul style="list-style-type: none"> <li>Students analyze the governmental structure of the United States and support their analysis by citing specific textual evidence from primary sources such as the Preamble and First Amendment of the U.S. Constitution as well as secondary sources such as Linda R. Monk's <i>Words We Live By: Your Annotated Guide to the Constitution</i>.</li> <li>Common Core State Standards, Appendix B, p. 100 <a href="http://corestandards.org/the-standards">http://corestandards.org/the-standards</a>.</li> <li>After reading newspaper accounts of the Arizona Japanese internment camps, students analyze the economic impact of forced confinement on families and their communities. Evidence to support their analysis will be cited directly from the article.</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  2
6-8.RH.1		

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## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>AZCC Reading Standards for Literacy in History and Social Studies</b></p> <p><b>Key Ideas and Details</b></p> <p>6-8.RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>6-8.RH.2</p>	<p><u>Content Emphasis:</u></p> <p><u>From AZ Explanations and Examples</u></p> <p>The standard asks students to identify the important information from a primary (first hand) or secondary (second hand) source and to create a summary of the information based solely on the document.</p> <p>Some common types of primary and secondary sources for analysis include: journals, maps, illustrations, photographs, documentaries, logs, records, etc.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Students read the Mayflower Compact of 1620, identify the critical information, and then create a written or oral summary of the content of the document based only on the information in the document. SS08-S3-C1-01</li> <li>Students read a translation of the Laws of Hammurabi, identify the critical information and then create a written or oral summary of the content of the document based only on the information in the document. SS06-S2-C2-04</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>AZCC Reading Standards for Literacy in History and Social Studies</b></p> <p><b>Key Ideas and Details</b></p> <p>6-8.RH.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>6-8.RH.3</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p><u>From AZ Explanations and Examples</u></p> <p>The standard asks students to identify steps of a process that is related to any of the five social studies strands (e.g., American History, World History, Civics/Government, Geography and Economics). This can be in written or oral format.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Students list the steps involved in the mummification process of early Egypt. SS06-S2C2-06</li> <li>After learning about Arizona's road to statehood, students communicate the steps required for a territory to become a state</li> </ul>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

AZCC Reading Standards for Literacy in History and Social Studies	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<p><b>Craft and Structure</b></p> <p>6-8.RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>6-8.RH.4</p>	<p><u>From AZ Explanations and Examples</u></p> <p>The standard asks students to interpret the meaning of words and phrases as they read their social studies content, including their text and primary or secondary sources. Students use a variety of strategies (context clues, linguistic roots and affixes, restatement, examples, contrast, glossary, etc.) to determine the meaning of words and phrases in the text. The standard speaks specifically to domain-specific Tier Three words.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>As students read about the structures of government, they identify the meanings of terms such as <i>theocracy</i>, <i>dictatorship</i>, <i>republic</i>, <i>monarchy</i>, <i>democracy</i>, <i>anarchy</i>. SS06-S3C5-01</li> <li>Students identify the meanings of the following economic terms as they are related to personal finance: <i>mutual funds</i>, <i>bonds</i>, <i>lines of credit</i>, <i>financial planning</i>. SS08-S5C5-02; SS08-S5C5-04, SS08-S5C5-08</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

AZCC Reading Standards for Literacy in History and Social Studies	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<b>Craft and Structure</b>	Not assessed.	
6-8.RH.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	<u>From AZ Explanations and Examples</u> The standard asks students to determine how information is presented. Information that is presented sequentially is in chronological order. A comparative text uses comparison and contrast of two events, ideologies, or historical figures. A causal text examines the cause and effect of related events.	<u>DOK essence of the standard</u>
6-8.RH.5	<u>Examples:</u> <ul style="list-style-type: none"> <li>• Students describe how Russell Freedman in his book <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> integrates and presents information both sequentially and causally to explain how the civil rights movement began. Common Core State Standards, Appendix B, p. 100 <a href="http://corestandards.org/the-standards">http://corestandards.org/the-standards</a></li> <li>• Students read a text selection about how trade routes led to the exchange of ideas (e.g., religion, scientific advances, literature) between Europe and Asia during the 15th and 16th Centuries. They use a graphic organizer to find the cause and effect relationships. They describe the information as being presented causally. SS06-S2C1-07; SS06-S2C3-07</li> <li>• Students read the account of the Surrender at Appomattox Courthouse (The Gentlemen's Agreement) which is found on the Appomattox Courthouse National Historical Park website at <a href="http://www.nps.gov/apco/the-surrender.htm">http://www.nps.gov/apco/the-surrender.htm</a></li> <li>• In this document events of this day that ended the Civil War are chronicled. Students conclude the information is presented sequentially. SS07-S1C6-02</li> <li>• Students read in their text about the process of how a bill becomes a law at the federal and state level. After identifying similarities and differences in the two processes, they determine the selection presents the information comparatively. SS08-S3C3-02</li> </ul>	

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## 6<sup>th</sup> grade SOCIAL STUDIES

AZCC Reading Standards for Literacy in History and Social Studies	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<b>Craft and Structure</b>	Not assessed.	<u>DOK essence of the standard</u>
6-8.RH.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	<u>From AZ Explanations and Examples</u> This standard asks students to identify elements within a text that help them discover the author's point of view or purpose for writing. Authors reveal their point of view through various techniques, such as word choice, exaggeration, hyperbole, inclusion or purposeful avoidance of facts, and persuasive strategies.	
6-8.RH.6	<u>Examples:</u> <ul style="list-style-type: none"> <li>Students evaluate Jim Murphy's <i>The Great Fire</i> to identify which aspects of the text (e.g., loaded language and the inclusion of particular facts) reveal his purpose: presenting Chicago as a city that was "ready to burn." Common Core State Standards, Appendix B, p. 100 <a href="http://corestandards.org/the-standards">http://corestandards.org/the-standards</a></li> <li>Students read excerpts from Thomas Paine's Revolutionary era pamphlet <i>Common Sense</i>, which moved many American colonists toward independence. Students then identify the author's purpose by analyzing Paine's word choice and persuasive techniques. SS08-S1C3-03</li> <li>After reading excerpts from African American abolitionist Frederick Douglass's speech <i>The Meaning of July Fourth for the Negro</i>, students identify the author's purpose and devices used to relay his message. SS07-S1C6-03</li> </ul>	

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## 6<sup>th</sup> grade SOCIAL STUDIES

AZCC Reading Standards for Literacy in History and Social Studies	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<p><b>Integration of Knowledge and Ideas</b></p> <p>6-8.RH.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>6-8.RH.7</p>	<p>Not assessed.</p> <p><u>From AZ Explanations and Examples</u></p> <p>The standard asks students to use information from visual formats to increase their comprehension of and make connections to print and digital text.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Students' understanding of the lifestyles of early humans is enhanced by interpreting photographs of cave art from Paleolithic and Neolithic Ages as accompaniment to the student text. SS06-S2C2-01</li> <li>Following study of the outcomes of World War II, students use a map showing the redrawing of political boundaries in Europe to further their understanding of the impact of the war on European countries. SS08-S2C8-06; SS08-S4C1-03; SS08-S4C1-04; SS08-S4C1-05</li> </ul>	<p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

AZCC Reading Standards for Literacy in History and Social Studies	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<b>Integration of Knowledge and Ideas</b>	Not assessed.	
6-8.RH.8. Distinguish among fact, opinion, and reasoned judgment in a text.	<u>From AZ Explanations and Examples</u> This standard asks students to differentiate between issues based on fact, opinion, and issues for which there is more than one standard of judgment (reasoned judgment). Students should evaluate if adequate support is provided for the argument or claim in a text (reasoned judgment).	<u>DOK essence of the standard</u>
6-8.RH.8	<u>Examples:</u> <ul style="list-style-type: none"> <li>• After reading a text (news article, letter to the editor, magazine, editorial) about the conflict in Afghanistan, students critique it to identify facts, opinions, and reasoned judgment statements. SS06-S2C9-01; SS06-S1C10-01; SS07-S1C10-01; SS07-S2C9-01; SS08-S1C10-08; SS08-S2C9-01</li> <li>• After reading a news article relating to an event from the presidency of George W. Bush (September 11 terrorist attacks, Afghanistan, Iraq War), students critique it to identify facts, opinions, and reasoned judgment statements. SS08-S1C10-07</li> </ul>	

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>AZCC Reading Standards for Literacy in History and Social Studies</b></p> <p><b>Integration of Knowledge and Ideas</b></p> <p>6-8.RH.9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>6-8.RH.9</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p><u>From AZ Explanations and Examples</u></p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> <li>Students read a primary source document on the World War II Japanese Internment from the National Archives website <a href="http://www.archives.gov/">http://www.archives.gov/</a> (search Japanese Internment) and a secondary source book such as the nonfiction <i>Japanese-American Internment in American History</i> by David Freeman or historical fiction piece <i>Weedflower</i> by Cynthia Kadohata. Students note the similarities and differences between the two pieces. SS08-S1C8-05</li> <li>Students examine reasons people emigrated from their homelands to settle in the U.S. during the late 19th century with a secondary source such as a news article. They also examine primary source historical images and personal accounts (photographs, video, and audio) found on the Library of Congress website at <a href="http://www.loc.gov">www.loc.gov</a> (American Memory). Similarities and differences between the two sources are identified. SS07-S1C7-01</li> </ul>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p><b>AZCC Reading Standards for Literacy in History and Social Studies</b></p> <p><b>Range of Reading and Level of Text Complexity</b></p> <p>6-8.RH.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>6-8.RH.10</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p><u>From AZ Explanations and Examples</u></p> <p>This standard requires students to read and comprehend history/social science text at the appropriate grade level.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<b>Strand 1: American History</b>  <b>Concept 1: Research Skills for History</b>  PO 1. Construct charts, graphs, and narratives using historical data.  SS06-S1C1-01	<u>Content Emphasis:</u>  Not assessed.  <ul style="list-style-type: none"> <li>Construct charts, graphs, and narratives of American history data</li> </ul> Stimulus types: <ul style="list-style-type: none"> <li>Charts, graphs, and narratives</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  3
<b>Strand 1: American History</b>  <b>Concept 1: Research Skills for History</b>  PO 2. Interpret historical data displayed in graphs, tables, and charts.  SS06-S1C1-02	<u>Content Emphasis:</u>  Not assessed.  <ul style="list-style-type: none"> <li>Historical contemporary American history (late 20<sup>th</sup> and early 21<sup>st</sup> century) in graphs, tables, charts</li> </ul> Stimulus types: <ul style="list-style-type: none"> <li>Graphs, tables, and charts</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  2
<b>Strand 1: American History</b>  <b>Concept 1: Research Skills for History</b>  PO 3. Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people).  SS06-S1C1-03	<u>Content Emphasis:</u>  Not assessed.  <ul style="list-style-type: none"> <li>Timelines of the historical era being studied</li> </ul> Stimulus types: <ul style="list-style-type: none"> <li>Timelines</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  2

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<b>Strand 1: American History</b>  <b>Concept 1: Research Skills for History</b>  PO 4. Formulate questions that can be answered by historical study and research.	<u>Content Emphasis:</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>
<b>Strand 1: American History</b>  <b>Concept 1: Research Skills for History</b>  PO 5. Describe the difference between primary and secondary sources.  SS06-S1C1-05	<u>Content Emphasis:</u>  Not assessed.  <ul style="list-style-type: none"> <li>A primary source is a firsthand account, whether from a diary, writings, journals, cave drawings, items created, etc. A secondary source is a description of an event that has been recorded by someone who was not present at the event, e.g., magazines and newspaper articles, and textbooks.</li> </ul> Stimulus types: <ul style="list-style-type: none"> <li>Paintings and pictures</li> <li>Excerpts</li> <li>Maps</li> <li>Political cartoons</li> <li>Photographs</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  2

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<b>Strand 1: American History</b>  <b>Concept 1: Research Skills for History</b>  PO 6. Determine the credibility and bias of primary and secondary sources.  SS06-S1C1-06	<u>Content Emphasis:</u>  Not assessed.  <ul style="list-style-type: none"> <li>• Limitations to finding primary sources with bias from ancient civilizations</li> </ul> Stimulus types: <ul style="list-style-type: none"> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Maps</li> <li>• Political cartoons</li> <li>• Photographs</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  2
<b>Strand 1: American History</b>  <b>Concept 1: Research Skills for History</b>  PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.	<u>Content Emphasis:</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>
<b>Strand 1: American History</b>  <b>Concept 1: Research Skills for History</b>  PO 8. Describe how archaeological research adds to our understanding of the past.	<u>Content Emphasis:</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 1: American History</b></p> <p><b>Concept 2: Early Civilizations</b></p> <p>PO 1. Describe the characteristics of hunting and gathering societies in the Americas.</p> <p>SS06-S1C2-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Early civilizations relied on the environment (e.g., animals, plants, climate)</li> <li>• Birth of hunting and gathering societies; concept of scarcity</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Diagrams</li> <li>• Paintings and pictures</li> <li>• Bulleted lists</li> <li>• Photographs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>
<p><b>Strand 1: American History</b></p> <p><b>Concept 2: Early Civilizations</b></p> <p>PO 2. Describe how farming methods and domestication of animals led to the development of cultures and civilizations from hunting and gathering societies.</p> <p>SS06-S1C2-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Humans went from hunters/gathers to formulating civilizations that settled into societies: <ul style="list-style-type: none"> <li>• Domestication of animals</li> <li>• Farming</li> <li>• Irrigation/aqueducts</li> <li>• Specialization and how it improved standards of living</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Photographs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

Strand 1: American History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<p><b>Concept 2: Early Civilizations</b></p> <p>PO 3. Describe the cultures of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam:</p> <ul style="list-style-type: none"> <li>a. location, agriculture, housing, arts, and trade networks</li> <li>b. how these cultures adapted to and altered their environment</li> </ul> <p>SS06-S1C2-03</p>	<ul style="list-style-type: none"> <li>• Early civilizations relied on the environment (e.g., animals, plants, climate).</li> <li>• Birth of hunting and gathering societies; concept of scarcity</li> <li>• Location of Mogollon, Anasazi, and Hohokam civilizations in North America</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Photographs</li> <li>• Maps</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

Strand 1: American History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<p><b>Concept 2: Early Civilizations</b></p> <p>PO 4. Describe the Adena, Hopewell, and Mississippian mound-building cultures:</p> <ul style="list-style-type: none"> <li>a. location, agriculture, housing, arts, and trade networks</li> <li>b. how these cultures adapted to and altered their environment</li> </ul> <p>SS06-S1C2-04</p>	<ul style="list-style-type: none"> <li>• Early civilizations relied on the environment (e.g., animals, plants, climate).</li> <li>• Birth of hunting and gathering societies; concept of scarcity</li> <li>• Location of Adena, Hopewell and Mississippian civilizations in North America</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Photographs</li> <li>• Maps</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 1: American History</b></p> <p><b>Concept 2: Early Civilizations</b></p> <p>PO 5. Describe the Mayan, Aztec, and Incan/Inkan civilizations:</p> <ul style="list-style-type: none"> <li>a. location, agriculture, housing, and trade networks</li> <li>b. achievements (e.g., mathematics, astronomy, architecture, government, social structure, arts and crafts)</li> <li>c. how these cultures adapted to and altered their environment</li> </ul> <p>SS06-S1C2-05</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Early civilizations relied on the environment (e.g., animals, plants, climate).</li> <li>• Birth of hunting and gathering societies; concept of scarcity.</li> <li>• Location of Mayan, Aztec, Incan civilizations in North America</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Photographs</li> <li>• Maps</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 1: American History</b></p> <p><b>Concept 10: Contemporary United States</b></p> <p>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>SS06-S1C10-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Current events from late 20<sup>th</sup> and early 21<sup>st</sup> centuries</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Maps</li> <li>• Political cartoons</li> <li>• Photographs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 1: American History</b></p> <p><b>Concept 10: Contemporary United States</b></p> <p>PO 2. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p>SS06-S1C10-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Current events from late 20<sup>th</sup> and early 21<sup>st</sup> centuries</li> <li>• Environmental effect on early civilizations, e.g., natural resources, climate</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Maps</li> <li>• Political cartoons</li> <li>• Photographs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 1: American History</b></p> <p><b>Concept 10: Contemporary United States</b></p> <p>PO 3. Describe how key political, social, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<b>Strand 2: World History</b>  <b>Concept 1: Research Skills for History</b>  PO 1. Construct charts, graphs, and narratives using historical data.  SS06-S2C1-01	<u>Content Emphasis:</u>  Not assessed.  Stimulus types: <ul style="list-style-type: none"> <li>Charts, graphs, and narratives</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  3
<b>Strand 2: World History</b>  <b>Concept 1: Research Skills for History</b>  PO 2. Interpret historical data displayed in graphs, tables, and charts.  SS06-S2C1-02	<u>Content Emphasis:</u>  Content used for items for the research skills must come from the other World History POs.  Stimulus types: <ul style="list-style-type: none"> <li>Graphs, tables, and charts displaying ancient civilization data</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  2
<b>Strand 2: World History</b>  <b>Concept 1: Research Skills for History</b>  PO 3. Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people).  SS06-S2C1-03	<u>Content Emphasis:</u>  Not assessed.  Stimulus types: <ul style="list-style-type: none"> <li>Timelines</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  2

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 2: World History</b></p> <p><b>Concept 1: Research Skills for History</b></p> <p>PO 4. Formulate questions that can be answered by historical study and research.</p> <p>SS06-S2C1-04</p>	<p><u>Content Emphasis:</u></p> <p>Content used for items for the research skills must come from the other World History POs.</p>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 2: World History</b></p> <p><b>Concept 1: Research Skills for History</b></p> <p>PO 5. Describe the difference between primary and secondary sources.</p> <p>SS06-S2C1-05</p>	<p><u>Content Emphasis:</u></p> <p>Content used for items for the research skills must come from the other World History POs.</p> <ul style="list-style-type: none"> <li>A primary source is a firsthand account, whether from a diary, writings, journals, cave drawings, items created, etc. A secondary source is a description of an event that has been recorded by someone who was not present at the event, e.g., magazines and newspaper articles, textbooks.</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Paintings and pictures</li> <li>Excerpts</li> <li>Maps</li> <li>Political cartoons</li> <li>Photographs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 2: World History</b></p> <p><b>Concept 1: Research Skills for History</b></p> <p>PO 6. Determine the credibility and bias of primary and secondary sources.</p> <p>SS06-S2C1-06</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Maps</li> <li>• Political cartoons</li> <li>• Photographs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 2: World History</b></p> <p><b>Concept 1: Research Skills for History</b></p> <p>PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.</p> <p>SS06-S2C1-07</p>	<p><u>Content Emphasis:</u></p> <p>Content used for items for the research skills must come from the other World History POs.</p> <ul style="list-style-type: none"> <li>• Background on philosophy: Greek, Chinese</li> <li>• Effects of leaders on events, e.g., Julius Caesar, Augustus Caesar, Qin Shi Huan Di, Hatshepsut, Ramses</li> <li>• Effects of events on leaders, e.g., Julius Caesar, Augustus Caesar, Qin Shi Huan Di, Hatshepsut, Ramses</li> <li>• Cause and effect relationships among literary leaders, e.g., Homer, Sophocles, Euripides</li> <li>• Connection between Socrates, Plato and Aristotle</li> <li>• Effects of Socrates, Plato, and Aristotle on Alexander the Great</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 2: World History</b></p> <p><b>Concept 1: Research Skills for History</b></p> <p>PO 8. Describe how archaeological research adds to our understanding of the past.</p> <p>SS06-S2C1-08</p>	<p><u>Content Emphasis:</u></p> <p>Content used for items for the research skills must come from the other World History POs.</p> <p>Instructionally linked with S4C6PO1, S4C4PO3</p>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 2: World History</b></p> <p><b>Concept 2: Early Civilizations</b></p> <p>PO 1. Describe the lifestyles of humans in the Paleolithic and Neolithic Ages.</p> <p>SS06-S2C2-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Settlement patterns, e.g., migration of people due to scarcity, hunting and gathering</li> <li>• Supply/demand (economic) during the Paleolithic and Neolithic Ages</li> <li>• Cultural and political impact of human migration and cultural diffusion</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Diagrams</li> <li>• Paintings and pictures</li> <li>• Bulleted lists</li> <li>• Maps</li> <li>• Photographs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

Strand 2: World History	Content Emphasis:	Type of Assessment
<p><b>Concept 2: Early Civilizations</b></p> <p>PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China:</p> <ul style="list-style-type: none"> <li>a. farming methods</li> <li>b. domestication of animals</li> <li>c. division of labor</li> <li>d. geographic factors</li> </ul> <p>SS06-S2C2-02</p>	<ul style="list-style-type: none"> <li>• Early civilizations needed to settle by a water source:               <ul style="list-style-type: none"> <li>• Mesopotamia – Tigris/Euphrates</li> <li>• Egypt – Nile</li> <li>• China – Huang He</li> <li>• India – Indus</li> </ul> </li> <li>• Greek city-states: reasons for locations (mountain barriers, water)</li> <li>• Humans went from hunters/gathers to formulating civilizations that settled into societies:               <ul style="list-style-type: none"> <li>• Domestication of animals</li> <li>• Farming</li> <li>• Irrigation/aqueducts</li> </ul> </li> <li>• Social class pyramids               <ul style="list-style-type: none"> <li>• India – caste system</li> <li>• Egypt – social classes</li> </ul> </li> <li>• Specialization and how it improved standards of living</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Maps</li> <li>• Political cartoons</li> <li>• Photographs</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

Strand 2: World History	Content Emphasis:	Type of Assessment
<p><b>Concept 2: Early Civilizations</b></p> <p>PO 3. Describe the importance of the following river valleys in the development of ancient civilizations:</p> <ol style="list-style-type: none"> <li>Tigris and Euphrates - Mesopotamia</li> <li>Nile - Egypt</li> <li>Huang He - China</li> <li>Indus - India</li> </ol> <p>SS06-S2C2-03</p>	<ul style="list-style-type: none"> <li>Early civilizations to settle by a water source:</li> <li>Mesopotamia – Tigris/Euphrates</li> <li>Egypt – Nile</li> <li>China – Huang He</li> <li>India – Indus</li> <li>Humans went from hunters/gathers to formulating civilizations that settled into societies:</li> <li>Domestication of animals</li> <li>Farming</li> <li>Irrigation/aqueducts</li> <li>Specialization and how it improved standards of living; exchange of ideas and goods</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Paintings and pictures</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Maps</li> <li>Political cartoons</li> <li>Photographs</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 2: World History</b></p> <p><b>Concept 2: Early Civilizations</b></p> <p>PO 4. Compare the forms of government of the following ancient civilizations:</p> <ul style="list-style-type: none"> <li>a. Mesopotamia – laws of Hammurabi</li> <li>b. Egypt – theocracy</li> <li>c. China – dynasty</li> </ul> <p>SS06-S2C2-04</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Hammurabi’s Laws</li> <li>• Theocracy</li> <li>• Monarchy</li> <li>• Dynasty</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Diagrams</li> <li>• Bulleted lists</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 2: World History</b></p> <p><b>Concept 2: Early Civilizations</b></p> <p>PO 5. Describe the religious traditions that helped shape the culture of the following ancient civilizations:</p> <ul style="list-style-type: none"> <li>a. Sumeria, India (e.g., polytheism)</li> <li>b. Egypt (e.g., belief in an afterlife)</li> <li>c. China (e.g., ancestor worship)</li> <li>d. Middle East (e.g., monotheism)</li> </ul> <p>SS06-S2C2-05</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Influence of polytheism in India; influence of afterlife in Egypt; influence of ancestor worship in China; monotheism in the Middle East</li> <li>• Architecture: pyramids, sphinx</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Photographs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 2: World History</b></p> <p><b>Concept 2: Early Civilizations</b></p> <p>PO 6. Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:</p> <ol style="list-style-type: none"> <li>Mesopotamia (e.g., laws of Hammurabi)</li> <li>Egypt (e.g., mummification, hieroglyphs, papyrus)</li> <li>China (e.g., silk, gunpowder/fireworks, compass)</li> <li>Central and South America (e.g., astronomy, agriculture)</li> </ol> <p>SS06-S2C2-06</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Cultural and scientific contributions of the laws of Hammurabi (Mesopotamia), mummification, hieroglyphs, papyrus (Egypt), silk, gunpowder, compass (China), astronomy, agriculture (Central and South America) on later civilizations</li> </ul> <p>Instructionally linked to S2C2PO3</p> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>3</p>
<p><b>Strand 2: World History</b></p> <p><b>Concept 2: Early Civilizations</b></p> <p>PO 7. Describe the development of the following types of government and citizenship in ancient Greece and Rome:</p> <ol style="list-style-type: none"> <li>democracy</li> <li>republics/empires</li> </ol> <p>SS06-S2C2-07</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Development of government and citizenship in democracy, republic/empire</li> <li>Julius Caesar, Augustus Caesar</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Timelines</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

Strand 2: World History	Content Emphasis:	Type of Assessment
<p><b>Concept 2: Early Civilizations</b></p> <p>PO 8. Describe scientific and cultural advancements (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy) in ancient civilizations.</p> <p>SS06-S2C2-08</p>	<ul style="list-style-type: none"> <li>Scientific and cultural advancements and philosophy of ancient cultures:               <ul style="list-style-type: none"> <li>Rome – roads, aqueducts, art, architecture (Parthenon, Coliseum), literature, theater, and math</li> <li>Greek theater (Iliad, Odyssey) and pottery</li> <li>China – Great Wall</li> <li>Egypt – Rosetta Stone, hieroglyphics, and papyrus</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Paintings and pictures</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Maps</li> <li>Photographs</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 2: World History</b></p> <p><b>Concept 2: Early Civilizations</b></p> <p>PO 9. Identify the roles and contributions of individuals in the following ancient civilizations:</p> <ol style="list-style-type: none"> <li>Greece and Greek empires (e.g., Socrates, Plato, Aristotle, Sophocles, Euripides, Pericles, Homer, Alexander the Great)</li> <li>Rome (e.g., Julius Caesar, Augustus)</li> <li>China (e.g., Qin Shi Huan Di, Confucius)</li> <li>Egypt (e.g., Hatshepsut, Ramses, Cleopatra)</li> </ol> <p>SS06-S2C2-09</p> <p><b>Linked to: S2C1PO7</b></p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Roles and contributions of Socrates, Plato, Aristotle, Sophocles, Euripides, Pericles, Homer, and Alexander the Great</li> <li>Roles and contributions of Julius Caesar, Augustus Caesar</li> <li>Roles and contributions of Hatshepsut, Ramses, and Cleopatra</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Diagrams</li> <li>Paintings and pictures</li> <li>Excerpts</li> <li>Bulleted lists</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>
<p><b>Strand 2: World History</b></p> <p><b>Concept 2: Early Civilizations</b></p> <p>PO 10. Describe the transition from the Roman Empire to the Byzantine Empire:</p> <ol style="list-style-type: none"> <li>“decline and fall” of the Roman Empire</li> <li>Empire split in eastern and western regions</li> <li>capital moved to Byzantium/Constantinople</li> <li>Germanic invasions</li> </ol> <p>SS06-S2C2-10</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Fall of Rome, split of the Roman Empire, Constantine, Germanic invasions, and barbarians</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Maps</li> <li>Timelines</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 2: World History</b></p> <p><b>Concept 3: World in Transition</b></p> <p>PO 1. Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs, beliefs) of Hinduism, Buddhism, Judaism, Christianity, and Islam.</p> <p>SS06-S2C3-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Aspects of Hinduism, Buddhism, Judaism, Christianity, Islam</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Paintings and pictures</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Maps</li> <li>Photographs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>
<p><b>Strand 2: World History</b></p> <p><b>Concept 3: World in Transition</b></p> <p>PO 2. Describe the development of the Medieval kingdoms of Ghana, Mali, and Songhai:</p> <ol style="list-style-type: none"> <li>Islamic influences</li> <li>mining of gold and salt</li> <li>centers of commerce</li> </ol>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 2: World History</b></p> <p><b>Concept 3: World in Transition</b></p> <p>PO 3. Describe the culture and way of life of the Arab Empire:</p> <ul style="list-style-type: none"> <li>a. Islam (e.g., Mohammad, Mecca)</li> <li>b. extensive trade and banking network</li> <li>c. interest in science (e.g., medicine, astronomy)</li> <li>d. translation and preservation of Greek and Roman literature</li> </ul>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p><b>Strand 2: World History</b></p> <p><b>Concept 3: World in Transition</b></p> <p>PO 4. Describe the Catholic Church's role in the following activities during the Middle Ages:</p> <ul style="list-style-type: none"> <li>a. Crusades</li> <li>b. Inquisition</li> <li>c. education</li> <li>d. government</li> <li>e. spread of Christianity</li> </ul> <p>SS06-S2C3-04</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Human response to Catholic Church roles, e.g., Crusades, Inquisition, education, government, and spread of Christianity</li> </ul> <p><u>Stimulus types:</u></p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Maps</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 2: World History</b></p> <p><b>Concept 3: World in Transition</b></p> <p>PO 5. Describe the transition from feudalism to nationalism at the end of the Middle Ages.</p> <p>SS06-S2C3-05</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Feudalism to nationalism</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Maps</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 2: World History</b></p> <p><b>Concept 3: World in Transition</b></p> <p>PO 6. Describe the trade routes that established the exchange of goods (e.g., silk, salt, spices, gold) between eastern and western civilizations during the 15<sup>th</sup> and 16<sup>th</sup> centuries.</p> <p>SS06-S2C3-06</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Trade routes between Eastern and Western civilizations that established exchange of goods in 15<sup>th</sup> and 16<sup>th</sup> centuries, e.g., Silk Road</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Maps</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

Strand 2: World History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<p><b>Concept 3: World in Transition</b></p> <p>PO 7. Describe how trade routes led to the exchange of ideas (e.g., religion, scientific advances, literature) between Europe, Asia, Africa, and the Middle East during the 15<sup>th</sup> and 16<sup>th</sup> centuries.</p> <p>SS06-S2C3-07</p>	<ul style="list-style-type: none"> <li>Trade routes' exchange of ideas between Europe, Asia, Africa, and Middle East in 15<sup>th</sup> and 16<sup>th</sup> centuries, e.g., religion, government, and culture</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Maps</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

Strand 2: World History	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<p><b>Concept 4: Renaissance and Reformation</b></p> <p>PO 1. Describe how the Renaissance was a time of renewal and advancement in Europe:</p> <ul style="list-style-type: none"> <li>a. rebirth of Greek and Roman ideas</li> <li>b. new ideas and products as a result of trade</li> <li>c. the arts</li> <li>d. science</li> </ul> <p>SS06-S2C4-01</p> <p><b>Linked to: S2C4PO2</b></p>	<ul style="list-style-type: none"> <li>• Renaissance (rebirth)</li> <li>• The development of technology (printing press – bible)</li> <li>• Trading/sharing of ideas               <ul style="list-style-type: none"> <li>• Religion, e.g., reading the Bible, Greek philosophies, reformation – Martin Luther</li> <li>• Reading led to questioning of religion</li> <li>• Science, e.g., world is round, gravity, Earth revolves around the sun</li> <li>• Art, e.g., da Vinci, Michelangelo</li> <li>• Trade, e.g., silk, gunpowder, compass, mathematics</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Paintings and pictures</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Maps</li> </ul>	<p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 2: World History</b></p> <p><b>Concept 4: Renaissance and Reformation</b></p> <p>PO 2. Describe the contributions or accomplishments of the following individuals during the Renaissance and Reformation:</p> <ol style="list-style-type: none"> <li>Leonardo da Vinci</li> <li>Michelangelo</li> <li>Gutenberg</li> <li>Martin Luther</li> </ol> <p>SS06-S2C4-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Contributions of individuals, e.g., Leonardo da Vinci, Michelangelo, Gutenberg, and Martin Luther</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Paintings and pictures</li> <li>Excerpts</li> <li>Bulleter lists</li> <li>Photographs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>
<p><b>Strand 2: World History</b></p> <p><b>Concept 5: Encounter and Exchange</b></p> <p>PO 1. Describe how new ways of thinking in Europe during the Enlightenment fostered the following changes in society:</p> <ol style="list-style-type: none"> <li>Scientific Revolution (e.g., Copernicus, Galileo, Newton)</li> <li>natural rights (e.g., life, liberty, property)</li> <li>governmental separation of powers vs. monarchy</li> <li>religious freedom</li> <li>Magna Carta</li> </ol> <p>SS06-S2C5-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Relationship of changes in thinking to changes in society:             <ul style="list-style-type: none"> <li>Scientific revolution</li> <li>Natural rights</li> <li>Separation of powers and monarchy</li> <li>Religious freedom</li> <li>Magna Carta</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Paintings and pictures</li> <li>Excerpts</li> <li>Bulleter lists</li> <li>Maps</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<b>Strand 2: World History</b>  <b>Concept 9:</b>  PO 2. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).  SS06-S2C9-01	<u>Content Emphasis:</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>
<b>Strand 2: World History</b>  <b>Concept 9:</b>  PO 2. Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).  SS06-S2C9-02	<u>Content Emphasis:</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 3: Civics/Government</b></p> <p><b>Concept 1: Foundations of Government</b></p> <p>PO 1. Discuss the important ideas of the Enlightenment Period (e.g., Natural Rights, separation of powers, religious freedom) that fostered the creation of the United States government.</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p> <p>Instructionally linked with S4C2PO1</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p><b>Strand 3: Civics/Government</b></p> <p><b>Concept 3: Functions of Government</b></p> <p>PO 1. Describe the impact of the Laws of Hammurabi on the lives of ancient people and how it relates to current laws.</p> <p>SS06-S3C3-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Impact of Hammurabi on ancient people</li> <li>• Relate Hammurabi to current laws</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<b>Strand 3: Civics/Government</b>  <b>Concept 3: Functions of Government</b>  PO 2. Describe the impact of the Greek democracy on ancient Greeks and how it relates to current forms of government.  SS06-S3C3-02	<u>Content Emphasis:</u> <ul style="list-style-type: none"> <li>• Impact of Greek democracy on ancient Greeks</li> <li>• Relationship of Greek democracy to current forms of government</li> </ul> Stimulus types: <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  2
<b>Strand 3: Civics/Government</b>  <b>Concept 3: Functions of Government</b>  PO 3. Describe the impact of the Roman republic on ancient Romans and how it relates to current forms of government.  SS06-S3C3-03	<u>Content Emphasis:</u> <ul style="list-style-type: none"> <li>• Impact of Roman republic on ancient Romans</li> <li>• Relationship of Roman republic to current forms of government</li> </ul> Stimulus types: <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  2
<b>Strand 3: Civics/Government</b>  <b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b>  PO 1. Describe ways an individual can contribute to a school or community.	<u>Content Emphasis:</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 3: Civics/Government</b></p> <p><b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b></p> <p>PO 2. Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p><b>Strand 3: Civics/Government</b></p> <p><b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b></p> <p>PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

Strand 3: Civics/Government	Content Emphasis:	Type of Assessment
<p><b>Concept 5: Government Systems of the World</b></p> <p>PO 1. Describe the structure of the following governments:</p> <ul style="list-style-type: none"> <li>a. theocracy</li> <li>b. dictatorship</li> <li>c. republic</li> <li>d. monarchy</li> <li>e. democracy</li> <li>f. anarchy</li> </ul> <p>SS06-S3C5-01</p>	<ul style="list-style-type: none"> <li>• The following forms of government               <ul style="list-style-type: none"> <li>• Theocracy</li> <li>• Dictatorship</li> <li>• Republic</li> <li>• Monarchy</li> <li>• Democracy</li> <li>• Dynasty</li> </ul> </li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Diagrams</li> <li>• Bulleted lists</li> </ul>	<p>MC</p> <hr/> <p><u>DOK essence of the standard</u></p> <hr/> <p>1</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 4: Geography</b></p> <p><b>Concept 1: The World in Spatial Terms</b></p> <p>PO 1. Construct maps, charts, and graphs to display geographic information.</p> <p>SS06-S4C1-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Key features of maps, charts, and graphs, e.g., compass, legend, data, geographic features, title, s-y, labels, title</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Maps, charts, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 4: Geography</b></p> <p><b>Concept 1: The World in Spatial Terms</b></p> <p>PO 2. Identify purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images.</p> <p>SS06-S4C1-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Purpose of and differences between maps and charts, e.g., political, physical, projection, topographic, distribution</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Maps, globes, aerial photographs, and satellite images</li> <li>Charts</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 4: Geography</b></p> <p><b>Concept 1: The World in Spatial Terms</b></p> <p>PO 3. Interpret maps, charts, and geographic databases using geographic information.</p> <p>SS06-S4C1-03</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Patterns and trends in maps, charts, and geographic databases</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Maps, charts, and geographic databases</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 4: Geography</b></p> <p><b>Concept 1: The World in Spatial Terms</b></p> <p>PO 4. Locate physical and human features (e.g., significant waterways, mountain ranges, cities, countries) in the United States and in regions of the world on a map.</p> <p>SS06-S4C1-04</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Significant landforms and waterways, e.g., continents, rivers, mountain ranges, cities, monuments, roads</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Maps</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 4: Geography</b></p> <p><b>Concept 1: The World in Spatial Terms</b></p> <p>PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of world regions (apply to regions studied).</p> <p>SS06-S4C1-05</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Maps, graphs, charts, and databases of regions studied</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Maps, graphs, charts, and databases</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 4: Geography</b></p> <p><b>Concept 2: Places and Regions</b></p> <p>PO 1. Identify regions studied in Strand 2 using a variety of criteria (e.g., climate, landforms, culture, vegetation).</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>
<p><b>Strand 4: Geography</b></p> <p><b>Concept 2: Places and Regions</b></p> <p>PO 2. Describe the factors that cause regions and places</p>	<p><u>Content Emphasis:</u></p> <p>Not assessed.</p>	<p><u>Type of Assessment</u></p> <p><u>DOK essence of the standard</u></p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

to change.		
<b>Strand 4: Geography</b>  <b>Concept 2: Places and Regions</b>  PO 3. Describe the interactions of people in different places and regions.  SS06-S4C2-03	<u>Content Emphasis:</u> <ul style="list-style-type: none"> <li>Interactions of people in different places, regions, and time periods</li> </ul> <u>Stimulus types:</u> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Maps</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  2
<b>Strand 4: Geography</b>  <b>Concept 2: Places and Regions</b>  PO 4. Explain why places and regions serve as cultural symbols, such as Jerusalem being a sacred place for Jews, Christians, and Muslims.  SS06-S4C2-04	<u>Content Emphasis:</u> <ul style="list-style-type: none"> <li>Places and regions as cultural symbols of Judaism, Christianity, and Islam</li> <li>Sacred place for the three main religions: Jerusalem</li> </ul> <u>Stimulus types:</u> <ul style="list-style-type: none"> <li>Diagrams</li> <li>Paintings and pictures</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Maps</li> <li>Photographs</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  2

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<b>Strand 4: Geography</b>  <b>Concept 2: Places and Regions</b>  PO 5. Describe the physical and human characteristics of places and regions of a Middle Eastern country studied.	<u>Content Emphasis:</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>
<b>Strand 4: Geography</b>  <b>Concept 3: Physical Systems</b>  PO 1: Identify the physical processes that influence the formation and location of resources such as oil, coal, diamonds, and copper.	<u>Content Emphasis:</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>
<b>Strand 4: Geography</b>  <b>Concept 4: Human Systems</b>  PO 1. Interpret the demographic structure of places and regions using a population pyramid.	<u>Content Emphasis:</u>  Not assessed.	<u>Type of Assessment</u>  <u>DOK essence of the standard</u>
<b>Strand 4: Geography</b>  <b>Concept 4: Human Systems</b>  PO 2. Describe the environmental, economic, cultural, and political effects of human migrations and cultural diffusion on places and regions.  SS06-S4C4-02	<u>Content Emphasis:</u> <ul style="list-style-type: none"> <li>• Supply/demand</li> <li>• Cultural and political impact of human migration and cultural diffusion</li> </ul> Stimulus types: <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  2

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

	<ul style="list-style-type: none"> <li>• Maps</li> </ul>	
<b>Strand 4: Geography</b>  <b>Concept 4: Human Systems</b>  PO 3. Analyze the causes and effects of settlement patterns.  SS06-S4C4-03	<u>Content Emphasis:</u> <ul style="list-style-type: none"> <li>• Settlement patterns, e.g., migration of people due to scarcity, hunting and gathering</li> <li>• Supply/demand (economic) during the Paleolithic and Neolithic Ages</li> </ul> Stimulus types: <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Maps</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  3
<b>Strand 4: Geography</b>  <b>Concept 4: Human Systems</b>  PO 4. Identify how factors such as river/coastal civilizations and trade influenced the location, distribution, and interrelationships of economic activities over time and in different regions.  SS06-S4C4-04	<u>Content Emphasis:</u> <ul style="list-style-type: none"> <li>• Catholic Church and Crusades influenced trade during the Middle Ages</li> <li>• Silk Road</li> <li>• Geographic and religious connections</li> <li>• Waterways and trails as a method of trading, e.g., Nile River</li> </ul> Stimulus types: <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Maps</li> <li>• Timelines</li> </ul>	<u>Type of Assessment</u>  MC  <u>DOK essence of the standard</u>  2

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 4: Geography</b></p> <p><b>Concept 4: Human Systems</b></p> <p>PO 5. Identify cultural norms that influence different social, political, and economic activities of men and women.</p> <p>SS06-S4C4-05</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Gender roles throughout civilizations</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Maps</li> <li>• Photographs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>
<p><b>Strand 4: Geography</b></p> <p><b>Concept 5: Environment and Society</b></p> <p>PO 1. Describe ways that human dependence on natural resources influences economic development, settlement, trade, and migration.</p> <p>SS06-S4C5-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>• Human dependence on resources, e.g., rivers, farmland</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>• Flowcharts</li> <li>• Diagrams</li> <li>• Excerpts</li> <li>• Bulleted lists</li> <li>• Maps</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 4: Geography</b></p> <p><b>Concept 5: Environment and Society</b></p> <p>PO 2. Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment.</p> <p>SS06-S4C5-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Intended and unintended consequences of human modification of the environment</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Maps</li> <li>Photographs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 4: Geography</b></p> <p><b>Concept 5: Environment and Society</b></p> <p>PO 3. Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.</p> <p>SS06-S4C5-03</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Mesopotamia – Tigris/Euphrates</li> <li>Egypt – Nile</li> <li>China – Huang He</li> <li>India – Indus</li> <li>Changes in the natural environment increasing or diminishing support of human activity, e.g., flooding of the Nile, drought, loess in the Huang He</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Maps</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 4: Geography</b></p> <p><b>Concept 5: Environment and Society</b></p> <p>PO 4. Identify the way humans respond to/prepare for natural hazards (e.g., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, earthquakes) in order to remain safe.</p> <p>SS06-S4C5-04</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Human response to natural hazards, e.g., ways homes were built, clothing worn, movement to safer areas</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Maps</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>
<p><b>Strand 4: Geography</b></p> <p><b>Concept 6: Geographic Applications</b></p> <p>PO 1. Describe ways geographic features and conditions influenced settlement in various locations (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) throughout different periods of time, places, and regions.</p> <p>SS06-S4C6-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Early civilizations needed to settle by a water source</li> <li>Mesopotamia – Tigris/Euphrates</li> <li>Egypt – Nile</li> <li>China – Huang He</li> <li>India – Indus</li> <li>Greek city-states: reasons for locations, e.g., mountain barriers, water</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Maps</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

## POST-ASSESSMENT ITEM SPECIFICATIONS

### 6<sup>th</sup> grade SOCIAL STUDIES

Strand 4: Geography	<u>Content Emphasis:</u>	<u>Type of Assessment</u>
<b>Concept 6: Geographic Applications</b>  PO 2. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.	Not assessed.	<u>DOK essence of the standard</u>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 5: Economics</b></p> <p><b>Concept 1: Foundations of Economics</b></p> <p>PO 1. Identify how limited resources and unlimited human wants cause people to choose some things and give up others.</p> <p>SS06-S5C1-01</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Intended and unintended consequences of human modification of the environment</li> </ul> <p><u>Stimulus types:</u></p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>1</p>
<p><b>Strand 5: Economics</b></p> <p><b>Concept 1: Foundations of Economics</b></p> <p>PO 2. Determine how scarcity, opportunity costs, and trade-offs influence decision-making.</p> <p>SS06-S5C1-02</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Settlement patterns, e.g., migration of people due to scarcity, hunting and gathering</li> <li>Supply/demand (economic) during the Paleolithic and Neolithic Ages</li> <li>Cultural and political impact of human migration and cultural diffusion</li> </ul> <p><u>Stimulus types:</u></p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<p><b>Strand 5: Economics</b></p> <p><b>Concept 1: Foundations of Economics</b></p> <p>PO 3. Explain why specialization improves standards of living.</p> <p>SS06-S5C1-03</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Specialization and how it improved standards of living</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 5: Economics</b></p> <p><b>Concept 1: Foundations of Economics</b></p> <p>PO 4. Compare how money, as opposed to barter, facilitates trade.</p> <p>SS06-S5C1-04</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Barter/money</li> <li>Trade</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Bulleted lists</li> <li>Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>
<p><b>Strand 5: Economics</b></p> <p><b>Concept 1: Foundations of Economics</b></p> <p>PO 5. Explain how trade promoted economic growth throughout world regions.</p> <p>SS06-S5C1-05</p>	<p><u>Content Emphasis:</u></p> <ul style="list-style-type: none"> <li>Growth of economy due to trade, e.g., silk, spices, jade, tools, inventions, crops, and livestock</li> </ul> <p>Stimulus types:</p> <ul style="list-style-type: none"> <li>Flowcharts</li> <li>Diagrams</li> <li>Excerpts</li> <li>Bulleted lists</li> <li>Maps</li> <li>Charts, tables, and graphs</li> </ul>	<p><u>Type of Assessment</u></p> <p>MC</p> <p><u>DOK essence of the standard</u></p> <p>2</p>

# POST-ASSESSMENT ITEM SPECIFICATIONS

## 6<sup>th</sup> grade SOCIAL STUDIES

<b>Strand 5: Economics</b>  <b>Concept 5: Personal Finance</b>  PO 1. Compare the cost and benefits of using credit.	<u>Content Emphasis:</u>  Not assessed.	<u>Type of Assessment</u>  DOK essence of the standard
<b>Strand 5: Economics</b>  <b>Concept 5: Personal Finance</b>  PO 2. Explain how interest is the price paid to borrow money.	<u>Content Emphasis:</u>  Not assessed.	<u>Type of Assessment</u>  DOK essence of the standard
<b>Strand 5: Economics</b>  <b>Concept 5: Personal Finance</b>  PO 3. Describe the factors lenders consider before lending money.	<u>Content Emphasis:</u>  Not assessed.	<u>Type of Assessment</u>  DOK essence of the standard